

# THESIS

## IMPLEMENTING THINK-PAIR-SHARE AND CRITICAL DEBATE TECHNIQUES TO IMPROVE STUDENTS' SPEAKING SKILL

(A Classroom Action Research at the Second Grade of SMA N 5  
Surakarta in the Academic Year 2012/2013)



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2013  
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## PRONOUNCEMENT

I would like to certify that the thesis entitled **“IMPLEMENTING THINK-PAIR-SHARE AND CRITICAL DEBATE TECHNIQUES TO IMPROVE STUDENTS’ SPEAKING SKILL (A Classroom Action Research at the Second Grade of SMA N 5 Surakarta in the Academic Year 2012/2013)”** is really my own work. It is not plagiarism or made by others. Everything related to others’ works is written in quotation, the sources of which are listed on the bibliography.

If then, this pronouncement proves wrong, I am ready to receive any academic punishment.



Surakarta,

April 2013

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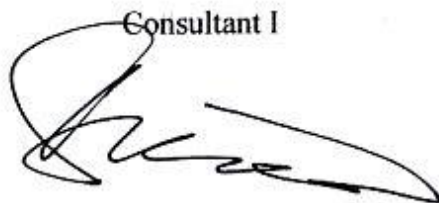
### APPROVAL OF CONSULTANTS

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## ABSTRACT

Suesthi Maharani. K2209087. **IMPLEMENTING THINK-PAIR-SHARE AND CRITICAL DEBATE TECHNIQUES TO IMPROVE STUDENTS' SPEAKING SKILL (A Classroom Action Research at the Second Grade of SMA N 5 Surakarta in the Academic Year 2012/2013)**. A Thesis, Surakarta: Teacher Training and Education Faculty of Sebelas Maret University, 2013.

This research aims to: (1) find out whether the use of Think-Pair-Share and Critical Debate Techniques improve the students' speaking skill or not. (2) find out how the teaching-learning process is when Think-Pair-Share and Critical Debate techniques are applied in the classroom.

The method used in this research is classroom action research. The research was carried out to the second grade students of SMA N 5 Surakarta. From the population, there were 32 students of class social 3 taken as the sample by using purposive sampling based on the lowest score of English speaking test from all the second grade classes. In collecting the data, the writer used qualitative method and quantitative method. Technique of collecting data using qualitative method can be divided into two categories: (1) observational (observation, field notes and audio and video recording). (2) non-observational (interview, document and questionnaire). While technique of collecting data using quantitative method was obtained from the speaking test that consists of pre-test and post-test. Then, in analyzing the qualitative data, the writer used Interactive Model that consists of data reduction, data display and conclusion drawing or verification. And the quantitative data were analyzed by comparing the students' mean score of pre-test and post-test by using Descriptive Statistic technique.

The result of the study shows that the use of Think-Pair-Share and Critical Debate Techniques improve the students' speaking skill. It can be seen from the increasing of mean score assessed by the researcher and the collaborator. From the researcher's assessment, the mean score increased from pre-test which was 67.50 became 70.16 in cycle I and improved to be 78.44 in cycle II. While from the collaborator's assessment, the mean score of pre-test which was 68.75 became 74.84 in cycle I and improved to be 76.88. The students' motivation, enthusiasm and participation were also increased. They were motivated and interested to improve their speaking skill. In addition, students enjoyed the activities during the learning process. The interaction of students was better when working in group.

To sum up, Think-Pair-Share and Critical Debate Techniques can be used to improve the students' speaking skill and to make the class more active. But the teacher should control the class to avoid the students' noisy and focus on the lesson. And the most important is the time allocated to implement those techniques that should be calculated appropriately.

Keywords: speaking skill, Think-Pair-Share, Critical Debate.

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## MOTTO

*Actually, Allah will never change men's destiny, unless they make an effort to change it themselves*

*(Ar-Ro'du: 11)*

*The "road blocks" will always present themselves, but they do not have to represent an end in the road.*

*(Anonymous)*

*When you climb one hill or mountain, I promise there will always be a bigger hill or mountain waiting! How you attack each climb will define you.*

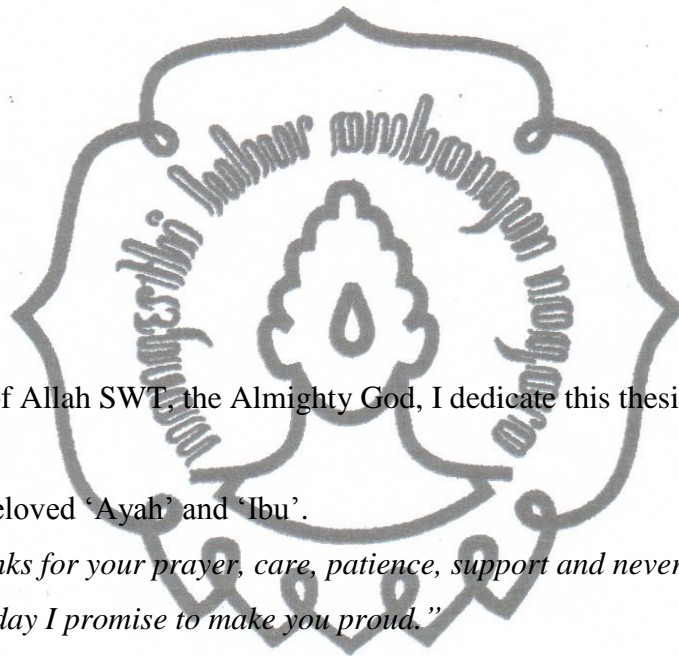
*Equally, how you run away will also define you.*

*(The Writer)*

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## DEDICATION



In the name of Allah SWT, the Almighty God, I dedicate this thesis to:

1. My beloved 'Ayah' and 'Ibu'.

*"Thanks for your prayer, care, patience, support and never ending love.  
Someday I promise to make you proud."*

2. My beloved brothers; Bayu and Esta.

*"Thanks for your advices and never ending "wealth". I have proved that I  
can finish my study less than 4 year."*

3. All my friends of SBI, class of 2009 in English Education Department.

*"Never mind we are SBI. Just prove to the world that we are more than just  
SBI. Don't worry about score but being success with our value."*

*commit to user*

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12. Her beloved housemate, Rotterdam Crews for pleasure.

The writer realizes that this thesis is still far from being perfect. She invites every constructive comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, April 2013

Suesthi Maharani

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## TABLE OF CONTENTS

TITLE.....	i
PRONOUNCEMENT .....	ii
APPROVAL OF CONSULTANTS.....	iii
APPROVAL OF THE BOARD OF EXAMINERS .....	iv
ABSTRACT .....	v
MOTTO .....	vi
DEDICATION.....	vii
ACKNOWLEDGEMENT .....	viii
TABLE OF CONTENTS .....	ix
LIST OF TABLES .....	xii
LIST OF FIGURE .....	xiii
LIST OF GRAPHICS .....	xiv
LIST OF APPENDICES .....	xv

### CHAPTER I: INTRODUCTION

A. Background of the Study .....	1
B. Limitation of the Study .....	4
C. Problem Formulation .....	4
D. The Objectives of the Study .....	4
E. The Benefits of the Study .....	5

## CHAPTER II: REVIEW OF RELATED LITERATURE

A. The Notion of Speaking .....	6
1. The Definition of Speaking .....	6
2. Teaching Speaking .....	8
3. Teacher's Role in Teaching Speaking .....	9
4. Characteristics of a Successful Speaking Activities .....	11
5. Evaluating Speaking .....	12
B. Method of Teaching Speaking .....	13
1. Think-Pair Share (TPS) .....	14
a. The Definition of TPS Technique .....	14
b. The Purpose of Using TPS .....	15
c. The Procedures of Using TPS Technique .....	15
2. Critical Debate .....	16
a. The Definition of Critical Debate .....	16
b. The Purpose of Using Critical Debate .....	17
c. The Procedures of Using Critical Debate Technique .....	18
C. Teaching Speaking Using Think-Pair Share and Critical Debate Techniques .....	19
1. The Procedures of Collaborating Think-Pair Share and Critical Debate Applied in the Classroom .....	20
D. Rationale .....	21

## CHAPTER III: RESEARCH METHOD

A. The Definition of Action Research .....	24
B. The Characteristics of Action Research .....	25
C. The Setting and Time of the Research .....	26
D. Research Subject .....	27
E. Research Object .....	27
F. The Procedure of Action Research .....	27

G. Technique for Collecting the Data .....	28
1. Qualitative Method .....	29
2. Quantitative Method .....	30
H. Technique for Analyzing the Data .....	31
1. Interactive Model .....	31
2. Descriptive Statistic Technique .....	32
 CHAPTER IV: THE RESULTS OF THE RESEARCH	
A. Introduction .....	33
B. Research Finding .....	37
C. Discussion .....	59
 CHAPTER V: CONCLUSION, IMPLICATION AND SUGGESTION	
A. Conclusion .....	65
B. Implication .....	66
C. Suggestion .....	67
 BIBLIOGRAPHY .....	 69
 APPENDICES .....	 71

## LIST OF TABLES

Table 2.1 The Scoring Rubric of Speaking Test .....	12
Table 2.2 Speaking Problem Indicators and the Solutions .....	22
Table 3.1 The Schedule of the Research .....	26
Table 4.1 The Detailed Procedure and Job Description .....	37
Table 4.2 The Timetable of Implementation of Cycle 1 .....	39
Table 4.3 The Previous Problems in Speaking Class in Pre-Research .....	49
Table 4.4 The Students' Improvement in Speaking Class in Cycle I .....	50
Table 4.5 Problems Faced in Speaking Class after Cycle I .....	50
Table 4.6 The Timetable of Implemetation of Cycle 2 .....	51
Table 4.7 The Score Comparison of Pre-Test, Post-Test I and Post-Test II .....	63

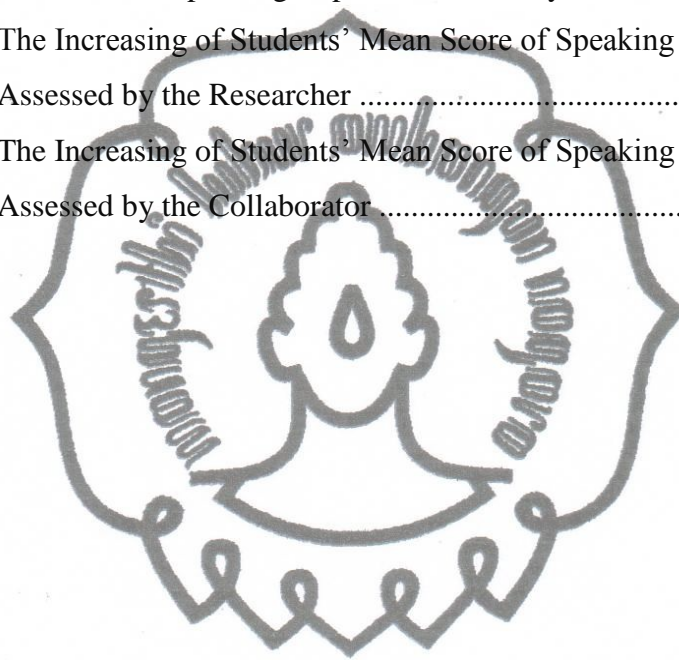
**LIST OF FIGURE**

Figure 3.1 Action Research Concept .....	28
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## LIST OF GRAPHICS

Graphic 4.1	The Score of Speaking Aspects Assessed by the Researcher .....	61
Graphic 4.2	The Score of Speaking Aspects Assessed by the Collaborator .....	61
Graphic 4.3	The Increasing of Students' Mean Score of Speaking Test Assessed by the Researcher .....	62
Graphic 4.4	The Increasing of Students' Mean Score of Speaking Test Assessed by the Collaborator .....	62





## LIST OF APPENDICES

Appendix 1	Name of Students .....	72
Appendix 2	Lesson Plan of Cycle I .....	73
Appendix 3	Lesson Plan of Cycle II .....	83
Appendix 4	Pre-Test Score .....	92
Appendix 5	Post-Test I Score .....	94
Appendix 6	Post-test II Score .....	96
Appendix 7	Kisi-kisi Angket Diagnosa Kesulitan Siswa terhadap Pembelajaran Bahasa Inggris saat Speaking Class (Pre-Research) .....	98
Appendix 8	Angket Tanggapan Siswa terhadap Kegiatan Pembelajaran yang Dilaksanakan Guru dalam <i>Speaking Class</i> (Pre-Research) .....	100
Appendix 9	Diagnosa Angket Tanggapan Siswa terhadap Kegiatan Pembelajaran yang Dilaksanakan Guru dalam Speaking Class (Pre-Research) .....	102
Appendix 10	Angket Tanggapan Siswa terhadap Kegiatan Pembelajaran dalam Speaking Class dengan Materi Hortatory Exposition (Post-Research) .....	104
Appendix 11	Diagnosa Angket Tanggapan Siswa terhadap Kegiatan Pembelajaran dalam Speaking Class dengan Materi Hortatory Exposition (Post-Research) .....	107
Appendix 12	Script of Interview with the English Teacher (Pre-Research) .....	109
Appendix 13	Script of Interview with the English Teacher (Post-Research) ....	112
Appendix 14	Script of Interview with Some Students (Post-Research) .....	114
Appendix 15	Field Note of Cycle I .....	119
Appendix 16	Field Note of Cycle II .....	126

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Appendix 17	Lembar Observasi Kemampuan Guru Mengelola Pembelajaran dengan Teknik Think-Pair-Share dan Critical Debate .....	130
Appendix 18	Lembar Observasi Kegiatan Siswa dalam Proses Belajar Mengajar dengan Teknik Think-Pair-Share dan Critical Debate .....	133
Appendix 19	Photographs .....	135

